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ABSTRACT

The newspaper can prove to be a valuable learning tool in the classroom because it has great variety in terms of topics and interests, is expendable, is available in all communities, is current, and is inexpensive. This report details ways of using the newspaper for teaching reading skills in both elementary and secondary grades. The contents include an introduction including guidelines for using the report and a discussion of the format; an examination of affective behavior in relation to reading; and outlines of various reading comprehension skills which may be aided by using the newspaper: locating information, interpreting pictures, interpreting literal information, using information for thinking, and using study skills. (JM)

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USING NEWSPAPERS TO TEACH READING SKILLS

A Report to ANPA Foundation

from

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CS 001 702

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INTRODUCTION

Knowledgeable and creative teachers can probably teach reading through any printed materials, such as:

a. published readers

b. store catalogs

c. telephone directories

d. food boxes

e. magazines

f. newspapers

Less able teachers probably need considerable direction from carefully prepared materials, such as "a" above. Many have also turned to the newspaper--for a variety of commercial newspaper materials are available to help teachers use the newspaper in the classroom. The newspaper has several unique characteristics:

--has great variety in terms of topics and interests

--is expendable

--is available in all communities

--is current

--is inexpensive.

Our first consideration, therefore, was to include ideas which focus on the unique characteristics of the

newspaper for classroom instruction. We then considered some limitations:

--drill work in the newspaper can kill enthusiasm for reading it

--due to varied readability levels, pupils might find themselves working at frustration levels

--due to widely different backgrounds of experiences, pupils might find themselves working in activities which carry no meaning for them.

All suggestions contained in this report are qualified in order to consider these limitations, to help educators avoid their pitfalls, and to take advantage of the positive characteristics of the newspaper.

Our Position

With regard to instructional activities, our position is three-fold:

a. All activities should be meaningful for the reader.

b. All activities should result in success experiences.

c. All activities should result in good feelings about reading.

As we selected examples and skills to be taught, these were factors which we used to make decisions.

Guidelines for Using This Report

Section I, Affective Behaviors, reflects our emphasis and position on instruction activities. It must be read prior to interpreting any of the remainder of the report.

Sections 2, 3, 4, and 5 are organized around the basic skills of reading. Unfortunately, reading skills cannot be neatly sequenced. What one reader needs to be a successful reader is different from what another needs. Prior to using any instructional materials it is assumed that the teacher has made some diagnostic assessments and has a plan for activities which will be helpful to a given pupil. It should not be taken, even by inference, that all pupils need instruction in all of the skills mentioned in this report.

We started with affective behaviors and comprehension skills because we believed that these two areas represent the most effective use of the newspaper for teaching reading.

The Format

Each page starts with the skill to be presented and a definition of that skill.

Grade levels. The report is divided into primary (Grades 1-3), intermediate (Grades 4-6), and secondary (Grades 7-12). Naturally all pupils in these grades cannot profit from the suggested activities. We used these grade references as a convenience, not as absolutes.

Suitability. In each case we classified the suitability of the newspaper into one of four categories:

--not suited: for some reason (always indicated) we cannot recommend the newspaper for this skill;

--partially suited: for some reason (always stated) we feel that our recommendation for use of the newspaper must be qualified;

--generally suited: indicates that the newspaper may be as good as any other material;

--ideally suited: indicates that we feel the newspaper is an ideal material to use for this skill.

Parts of the newspaper. In each case the section of the newspaper useful in teaching a skill has been recommended.

Example. We first recommended whether the example is to be seen as an independent activity or whether we feel it needs teacher direction. Then we took an example from the newspaper. These are only examples and are not intended to restrict thinking--merely to serve as illustrations.

With Some Apologies

Overlapping of skills and examples proved to be unavoidable. While we feel this overlapping indicates how entwined reading skills are, we do apologize for the confusion that such overlapping might cause the reader.

And so

This report is seen as a set of guidelines which educators may use as they develop activities for use of the newspaper as a medium for reading instruction.

AFFECTIVE BEHAVIOR

Developing an Attitude Toward Reading Which Makes Reading Enjoyable and Desirable

Throughout all instruction in reading, attention must be given to the affective areas. Learning to read and to hate the activity serves no useful purpose. Learning to read and enjoying the activity tends to promote life-long readers.

The newspaper is ideally suited as a medium to develop favorable attitudes toward reading:

--It carries a wide variety of topics.

--It carries interests for everyone.

--It carries a variety of readability levels, and

--It carries an adult image.

The teachers who choose to teach reading through the newspaper or supplement their teaching through it should be careful to preserve and even further the love of reading. There is, however, an inherent risk because materials used in skill activities are often viewed by the pupil as not enjoyable. A few tips on how to avoid these risks:

1. Pay attention to approach and avoidance responses![1]

Approach responses are good signs that pupils are enjoying an activity. Smiles, eagerness to get started,

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[1]Robert Mager, Developing Attitude Toward Learning (Belmont, California: Fearon Publishers, 1968).

asking for more activities are all signs of approach responses. Avoidance responses can be interpreted that something is not right with the activities. Groaning, frowning, refusal to complete assignments are all signs of avoidance responses.

When teachers see a lot of approach responses, they can feel confident that the activities are developing good feelings about reading. They should continue to plan more.

When teachers see a lot of avoidance responses, they can feel confident that the activities are damaging good feelings about reading. At such times activities should be terminated, discussions about what seems to be the difficulty should be started, and adjustments should be made.

2. Make it fun!

The teacher's attitude toward an activity is often the attitude the pupils will have. If you view working with the newspaper as a desirable, fun-filled activity, the pupils will likely feel the same way.

3. Use it as a pay-off!

Turn to use of the newspaper when things have gone well. Let pupils see that you value these activities and that you use them when you are happy with the things pupils have been doing.

4. Make it meaningful!

Nothing develops poor attitude faster than activities which carry no meaning. Constant attention should be given --especially at the elementary grades--to assure that the children are working on activities that they understand. Meaning can be assured by having pupils pick articles that fit their interests, by directing new activities before having pupils work independently, by permitting pupils to work in pairs or small groups, and by paying constant attention to signs of avoidance and approach.

5. Avoid punishment!

Naturally, it would create bad feelings if the newspaper were ever used as a punishment. While it is often easy to say, "All right, since you did not behave do three more activities!" it is also very harmful toward the student's attitudes.

As you work through the following pages, please continue to refer to the comments made here--for it is in the area of affective behaviors that readers are won and lost.

COMPREHENSION SKILLS

Locates Information

Locates Specific Information

Grades 1-3

a. Generally suited

b. Parts of the newspaper: Comics

c. Example: Teacher directed.

Given a comic section with specific information to find, such as names of characters, the children locate information.

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: Sports, news

c. Example: Independent

Given a set of questions and a sports article the children find the information requested and underline it.

Grades 7-12

a. Ideally suited

2. Parts of the newspaper: All parts

c. Example: Independent

Given an editorial with a set of questions, the students read to find answers to those questions. The students share what they have found.

Locates Information

Locates Information Which Supports Main Idea--Locates facts which lend support to the major ideas

Greades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features, comics, advertisements

c. Example: Teacher directed

Having heard a news story read by the teacher, children illustrate details which lend support to the main idea.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, advertisements.

c. Example: Independent

Given a feature story, children read and underline facts which support the main idea of a given section such as a paragraph.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, advertisements.

c. Example: Independent

Given a feature story, students locate and classify the details as (1) important, (2) helpful, and (3) unnecessary as they relate to the main idea.

Locates Information

Locates Information Through the Use of the Index

Grades 1-3

a. Partially suited: depends upon the experiential background of the child

b. Parts of the newspaper: Index

c. Example: Teacher directed

Given the complete newspaper, the children locate the comic section using the paper index.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Index

c. Example: Independent

Given a complete newspaper, the children locate the television section using the paper index.

Grades 7-12

a. Generally suited

b. Parts of the newspaper: Index

c. Example: Independent

Given a complete newspaper, the students locate any section needed for use of the newspaper.

Locates Information

Locates Information in Classified Advertisements

Grades 1-3

a. Partially suited: Depends upon the experiential background of the child

b. Part of newspaper: Classified ads.

c. Example: Teacher directed

Given a classified advertisement about a house pet, the children locate details concerning the pet.

Grades 4-6

a. Generally suited

b. Part of newspaper: Classified ads.

c. Example: Independent

Given six classified ads for used bicycles, the children locate the three-speed bicycles and then locate the least expensive three-speeders.

Grades 7-12

a. Ideally suited

b. Part of newspaper: Classified ads.

c. Example: Independent

Given twenty jobs ads, the students locate those which feature equal employment opportunities.

Locates Information

Locates Information in Advertisements

Grades 1-3

a. Generally suited

b. Parts of newspaper: Advertisements

c. Example: Teacher directed

Given an ad for children's clothing, the children locate items which can be purchased for under ten dollars.

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: Advertisements

c. Example: Independent

Given a grocery advertisement, the children locate store hours, location of store, and sale items.

Grades 7-12

a. Ideally suited

b. Parts of newspaper: Advertisements

c. Example: Independent

Given a large drug store advertisement, students locate sale items and compute savings on each. They compare work with each other.

Locates Information

Locates Information in TV Section

Grades 1-3

a. Generally suited

b. Parts of newspaper: TV Section

c. Example: Teacher directed

Given a TV section, the children locate the show that is on Tuesday at 7:00 p.m.

Grades 4-6

a. Ideally suited

b. Parts of newspaper: TV Section

c. Example: Teacher directed

Given a TV section children locate movies on a given day, the hours of the movies, and the rating of the movie.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: TV Section

c. Example: Independent

Given a week-long TV schedule, students locate all sports shows, make a selection of their viewing activities, and plan a viewing schedule.

Interprets Pictures

Shows understanding of ideas presented in picture form

Places Pictures in Sequence--Illustrates understanding of chronological events.

Grades 1-3

a. Generally suited

b. Parts of the newspaper: Comics

c. Example: Independent

Given a comic strip with a clear sequence, children assemble them in a logical sequence after they have been cut apart.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Comics, news, sports

c. Example: Independent

Given several sequenced pictures of one event, children arrange them in a logical order. (e.g., The firing of a rocket ship.)

Grades 7-12

a. Generally suited

b. Parts of the newspaper: Comics, news, sports

c. Example: Independent

Given pictures from a news page, students (1) determine which pictures illustrate the same event; (2) arrange them in a logical order; and (3) use them to write a news story.

Interprets Pictures

Matches Picture with Caption--requires understanding of both the picture and caption in order to make a correct match.

Grades 1-3

a. Generally suited

b. Parts of the newspaper: Any photograph with a clear caption from any section.

c. Example: Independent

Given a single concept cartoon, children select from among several captions the one which best describes what is happening in the cartoon.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, features, advertisements, cartoons.

c. Example: Independent

Given several pictures and captions from the news section, children match the picture with the correct caption and check their answers by locating supporting facts in the articles.

Grades 7-12

a. Generally suited

b. Parts of the newspaper: News, sports, features, advertisements, cartoons.

c. Example: Independent

Given three pictures and four captions from the sports page, students decide which captions match the pictures. They check their decisions by locating support in the articles.

Interprets Pictures

Matches Picture with Articles--requires understanding of the picture and its corresponding article in order to make a correct association.

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features.

c. Example: Teacher directed

Having heard a feature story read by the teacher, children select the picture which accompanies it.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, features.

c. Example: Independent

Given several news paragraphs, children read them and match them with the picture which accompanies the paragraphs.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, features.

c. Example: Independent

Given four captions from sports articles and five articles, students read and match the correct articles and captions.

Interprets Pictures

Interprets Editorial Cartoons--shows understanding cartoonist portrays in exaggerated form. Requires thinking beyond the illustration itself.

Grades 1-3

a. Not usually suitable due to the sophistication of the concepts involves

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Editorials

c. Example: Independent

Given several editorial cartoons, children match them with the correct headline or corresponding editorial.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: Editorials

c. Example: Independent

Given a choice of interesting editorial current events, students design an editorial cartoon to portray the main idea(s) of the one they select.

Interprets Literal Information

Requires skill in interpreting specific, given facts.

Interprets Sequences--assembles events in their correct order of occurrence.

Grades 1-3

a. Ideally suited

b. Parts of the newspaper: News, sports, features, comics.

c. Example: Teacher directed

Having heard a news story read by the teacher, children illustrate the main events in their correct order.

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics

c. Example: Independent

Given a news item of interest, separated into paragraphs, children arrange the article to retell the story.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics

c. Example: Independent

Given a news title, students write a brief summary in a sequential order.

Interprets Literal Information

Identifies Main Ideas--interprets central theme or issue

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, features, comics, advertisements

c. Example: Teacher directed

Having heard a story read by the teacher, children discuss, draw a picture of, or write a sentence about what they think the article is about.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, advertisements

c. Example: Independent

Given a news story which is of interest to the children, they underline the sentences in paragraphs that best represent the main idea(s).

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, advertisements

c. Example: Independent.

Given a news story, students write a summary of the main idea in the article.

Uses Information for Thinking

Requires interpretation beyond the given facts.

Makes Predictions--declares expected outcomes based on data. After forming an opinion from given data, children hypothesize what they feel will come next.

Grades 1-3

a. Partially suited--depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, features, comics.

c. Example: Teacher directed

Having heard a news story read by the teacher, children hypothesize a conclusion, based on the information given, and then discuss what they feel may be possible outcomes.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, features, comics

c. Example: Teacher directed

Given a news story, children summarize the story and discuss what they feel may be the possible future implications.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, features, comics

c. Example: Independent.

Given a feature story, students make a prediction of possible future events. After a period of several weeks, they will use current news to check the accuracy of their predictions.

Uses Information for Thinking

Makes Predictions

1. Interprets inferences--interprets meanings which are not directly stated

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, features, comics

c. Example: Teacher directed

Given a comic which is of interest to them, children discuss or paraphrase what they feel has occurred.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, classified ads

c. Example: Teacher directed

Given a news item about a celebrity of interest to the children, they identify what personality characteristics the article makes him appear to have. They will be able to discuss and support their answers.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics, classified ads.

c. Example: Teacher directed

Given an article from the sports page, students infer which team they feel the writer favored. They will be able to discuss and support their answers.

Uses Information for Thinking

Makes Predictions

2. Interprets cause and effect relationships--identifies the possible cause of an occurrence and the results it created.

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: Comics, any picture

c. Example: Teacher directed

Given a single concept cartoon, children discuss the cause of the occurrence and the effects the action had on the characters.

Grades 4-6

a. Generally suited.

b. Parts of the newspaper: News, sports, editorials, features, comics

c. Example: Independent

Given a feature story which is of interest, children read the story and discuss what they feel was the cause of the occurrence and the effects the action had on the incident or characters involved.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, comics

c. Example: Teacher directed

Given a news story which is of interest students discuss the causes of the occurrence and the effects the cause had on the incident or characters involved.

Uses Information for Thinking

Makes Predictions

3. Draws conclusions and makes generalizations--forms opinion from given data

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, features, comics

c. Example: Teacher directed

Having heard a news story read by the teacher, children will discuss or draw what they feel will be the conclusion

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, features, sports editorials, comics

c. Example: Teacher directed

Given a feature story, children discuss the point they feel the author is trying to make with a small group. The others will try to locate the article.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, features, sports, editorials, comics

c. Example: Independent

Given a feature story, students summarize, in their own words, what they feel was most important. The work is then shared with others.

Uses Information for Thinking

Makes Predictions

4. Creates ideas from information given--requires the student to go beyond the information given in the newspaper and apply his own thoughts and ideas.

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features, comics (without narrative)

c. Example: Teacher directed

Given a comic, children furnish words for the character, which they feel best explain what is happening.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, features, comics

c. Example: Independent

Given a personality in the news, children write questions they might ask the personality in an interview.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, features, comics

c. Example: Independent

Given the classified section, students write their own ad for a ten-speed bicycle, with the intention of making it appealing to the reader.

Uses Information for Thinking

Interprets Persuasive Arguments--identifies and interprets persuasive arguments

Grades 1-3

a. Partially suited: depends on the experiential backgrounds of the children

b. Parts of the newspaper: advertisements

c. Example: Teacher directed

Given a headline from the advertisements, children discuss how the headline might influence a prospective buyer.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, editorials, features, advertisements.

c. Example: Teacher directed

Given the advertisement section, children select an ad and explain how specific words or phrases might influence the reader's thinking.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, editorials, features, advertisements

c. Example: Teacher directed

Given a news item, or a feature story that has appeal to the students, they discuss which words or phrases may reveal (1) distortion, (2) ambiguity, (3) appeal, (4) emotion, and/or (5) glaring generalities.

Uses Information for Thinking

Interprets Persuasive Arguments

1. Judges fact from opinion--requires the student to distinguish between truth and the author's opinion.

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features, classified ads, advertisements

c. Example: Teacher directed

Having heard a feature story read by the teacher, children identify and discuss what they think are facts and opinions

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, classified ads, advertisements

c. Example: Independent

Given an editorial, children underline the facts with a red crayon and the opinions with a blue crayon.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, classified ads, advertisements

c. Example: Teacher directed

Given an editorial, students discuss what they feel are the facts and opinions and explain their decisions.

Uses Information for Thinking

Interprets Persuasive Arguments

2. Identifies pros and cons for a position--identifies the main idea and cites examples for and against the position.

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features, comics.

c. Example: Teacher directed

Having heard a news story read by the teacher, children discuss what they feel is the most important idea and identify details in the article which support the author's opinion.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, advertisements

c. Example: Teacher directed

Given a feature story which is of interest to the children, they discuss what they feel are the facts in the article which support and those that do not support the position.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, advertisements

c. Example: Independent

Given an editorial, students divide into two groups and discuss the pros and cons of the position.

Uses Information for Thinking

Interprets Persuasive Arguments

3. Analyzes credibility of source--compares information with other sources to determine its accuracy

Grades 1-3

a. Not suited: requires skills too advanced for this age child

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features, advertisements, TV schedules

c. Example: Teacher directed

Given two news articles from two newspapers dealing with the same topic, children locate discrepancies in the two articles and discuss alternatives for finding authoritative support

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features, advertisements, TV schedules

c. Example: Independent

Given two articles from the sports section of two newspapers, students analyze them for discrepancies and then compare their findings from reports from other media sources--TV, ratio. They then write their own sports article, being prepared to justify the facts.

Uses Study Skills

Uses graphs, charts, and tables as a means for gathering information.

Interprets Graphs and Charts--infers data given in diagram form.

Grades 1-3

a. Partially suited--depends upon the experiential backgrounds of the children

b. Parts of the newspaper: TV guide

c. Example: Teacher directed

Given a TV guide, children locate a show that is on Channel 9 at 5:00 p.m.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: TV guide

c. Example: Independent

Given a TV guide, children plan which shows they would like if given 3 hours to watch television on Saturday.

Grades 7-12

a. Ideally suited.

b. Parts of the newspaper: All parts with a graph or chart

c. Example: Independent

Given a chart showing trends in the stock market, students will decide if it is a wise time to make an investment and be prepared to justify their decision.

Uses Study Skills

Interprets Maps--Interprets symbols on a map to find new locale or verify directions

Grades 1-3

a. Not suited: requires skills too advanced for this age child

Grades 4-6

a. Generally suited

b. Parts of the newspaper: news

c. Example: Teacher directed

Given a selection of news stories about people, children choose a person and route his travels on a map.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: news

c. Example: Independent

Given the weather map from a local newspaper, students write what they feel will be the local weather.

Uses Study Skills

Uses Dictionary to Verify Meaning--locates meaning of unknown words.

Grades 1-3

a. Partially suited: due to the experiential backgrounds of the children.

b. Parts of the newspaper: All parts

c. Example: Teacher directed
Given a news article which he must summarize for the rest of the class, the child identifies unknown words in the passage and selects, with the teacher's assistance, those words which he feels he is 1) interested in and 2) able to use. These words should be put on 3x5 index cards and placed in a file box in alphabetical order so that activities to reinforce his recognition and understanding of these words can follow.

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed
Given a sports story of interest to the children they will list words with the teacher's assistance which describe occurrences relevant to a given sport. Meanings of these words can be checked with the dictionary and filed alphabetically according to topic.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed
Given a feature story, students will identify, with teacher assistance, words which are essential to the understanding of the author's message. These can be added to a class list of "interesting words" and can be reinforced periodically through class discussion, creative writing, or word analysis.

Uses Study Skills

Outlines Articles--organizes main ideas and supporting details in outline format.

Grades 1-3

a. Partially suited--depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, editorials, features.

c. Example: Teacher directed

Having heard a feature story read by the teacher, children state what they feel are main ideas and supporting facts. The teacher lists the information in outline form.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features.

c. Example: Teacher directed

Given a news item of interest, the child identifies and writes in sequential order those ideas he feels are most important in the selection. Under each of these ideas he lists two facts from the article which support the idea.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials features.

c. Example: Independent

Given several copies of the same news story, a small group of students independently identify what each feels to be the most important idea in each paragraph. In a group, they will discuss these ideas find support in the article and place their findings in outline format.

Uses Study Skills

Summarizes Articles--interprets and paraphrases the author's message.

Grades 1-3

a. Partially suited: Depends upon the experiential backgrounds of the children

b. Parts of the newspaper: News, sports, features.

c. Example: Teacher directed

Given a picture from a news article children discuss what they feel was the author's message. These ideas can be shared and discussed by other members of the group.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, editorials, features

c. Example: Teacher directed

Given a news article of interest the child writes what he feels was the author's message.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, editorials, features.

c. Example: Independent

Given an article the students develop an outline, then write a summary and compare it with the actual article.

Uses Study Skills

Consumer Education--Interprets and makes wise decisions about appropriateness of materials.

Grades 1-3

a. Partially suited: Depends upon the experiential backgrounds of the children

b. Parts of the newspaper: Advertisements, classified ads

c. Example: Teacher directed
Having heard an advertisement read by the teacher, the children discuss reasons for and against the appropriateness of the item for themselves.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Advertisements, classified ads

c. Example: Teacher directed
Given a section from the advertisements, children answer questions given by the teacher which require them to locate facts and interpret the material.
(e.g., "If your mother gave you $5.00 to buy food for dinner, which items from the grocery advertisement could you buy?")

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: Advertisements, classified ads

c. Example: Teacher directed
Given four clothing advertisements, students decide which is most suitable for them. They will be prepared to discuss their decisions with the teacher.

Identifies Synonyms

Demonstrates an understanding that certain words have identical or similar meanings.

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Comics

c. Example: Teacher directed

When the teacher reads a sight word, the children find a synonym in a comic strip and underline it.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Features, news, sports, editorials

c. Example: Teacher directed

Given a feature story which has interest for this age child, the children circle words which have identical or similar meanings.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: Features, news, sports, editorials

c. Example: Independent

Given a sports page, the students underline words which mean hired and check their selections by interchanging them to see if the meaning is changed,

(e.g., "Allen named coach"
"Killebrew signed by Royals")

Identifies Antonyms

Demonstrates an understanding that certain words have opposite or nearly opposite meanings.

Grades 1-3

a. Partially suited: some words will have limited meaning for this age child

b. Parts of the newspaper: Comics, features

c. Example: Teacher directed

Given an opportunity to hear an interesting feature read to them, children brainstorm to think of words which mean the opposite or nearly the opposite of words given by the teacher.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: Features, news, sports, editorials

c. Example: Teacher directed

Given a sports page, the children identify words which mean won and those that mean lost.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: Features, news, sports, editorials

c. Example: Independent

Given an editorial which presents both sides of an issue, the students locate words which are used in an opposite manner for the pro and con side. The students then check by seeing if substitution of those words reverses meaning.

Interprets Multiple Meanings

(understands various literal meanings for the same word)

Reads and discusses meanings of the same word used in different ways.

Grades 1-3

a. Partially suited: some words will have limited meaning for this age child

b. Parts of the newspaper: Comics

c. Example: Teacher directed

Given several appropriate comic strips the children circle the word bank each time it is used and come to a group meeting prepared to discuss the different meanings.

Grades 4-6

a. Ideally suited

b. Parts of newspaper: News, features, sports, editorials

c. Example: Teacher directed

Given a list of words which have various meanings, groups of children search for those words and discuss the various meanings.

Grades 7-12

a. Ideally suited

b. Parts of newspaper: News, features, sports, editorials

c. Example: Independent

Given a page from the newspaper, students skim for words which are used in various ways. Students then write dictionary entries for the meanings of the words they find.

Interprets Figurative Language

Reads and discusses meaning of words used to enhance interest.

Grades 1-3

a. Partially suited: some words will have limited meaning for this age child

b. Parts of the newspaper: Comics

c. Example: Teacher directed

Given a comic strip the children identify and discuss the meaning of figurative language which they can find.

(e.g., "Keep on your toes.")

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: Sports, news, features

c. Example: Independent

Given a group of headlines, the children identify figurative language and rewrite the headline in literal terms.

Grades 7-12

a. Ideally suited

b. Parts of newspaper: Sports, news, features.

c. Example: Independent.

Given a feature story, the students choose interesting phrases and rewrite them using figurative language.

Classifies Words

Demonstrates an understanding of types of word functions.

Grades 1-3

a. Partially suited: since some words will have limited meaning for this age child

b. Parts of the newspaper: Any appropriate news, sports, features, headline

c. Example: Teacher directed

Given several headlines which contain words appropriate for this level the children circle all words that describe movement.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: News, sports, features

c. Example: Independent

Given an article of interest, the children identify all words which describe people.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: News, sports, features

c. Example: Independent

Given an article of interest, the students identify all negative words. Then they substitute other words to keep the meaning but change the negative word used.

(e.g., "The bill in the legislature was bad news."
terrible
undesirable
horrible)

Scans for Specific Information

Uses carefully reading skills to locate specific information.

Grades 1-3

a. Partially suited: depends upon the experiential background of the child

b. Parts of the newspaper: Comics

c. Example: Teacher directed

Given a specific piece of information, the children scan the comic strip to find the information

Grades 4-6

a. Ideally suited

b. Parts of the newspaper: Features, news, sports

c. Example: Independent

Given an article with errors in it the children scan for typographic errors or misspellings. All those found can be shared and discussed.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given a page of classified ads, the students scan the page to find cars priced under $800 which have air conditioning and stick shifts.

Skims to Obtain Information

Uses fast reading skills to locate selectively and rapidly.

Grades 1-3

a. Not suited: skimming is a skill which should be taught after basic reading skills are mastered.

Grades 4-6

a. Partially suited: since many students do not have comprehension skills developed to the point to profit from skimming

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Given a sports article of interest, the children quickly find the number of points scored by a given player.

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Having read the headline the students form several questions and read quickly to obtain answers to their questions.

Uses Flexible Reading Rates

Is able to change rate of reading to fit different purposes.

Grades 1-3

a. Not suited, since children at this age must first develop careful reading skills

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Given two news articles and two different purposes, the children adjust their rate to the purpose.

(e.g., "Read this article carefully to tell me the sequence of events, then read this one rapidly to tell me the name of the police officer.")

Grades 7-12

a. Ideally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given the editorial page of the paper, the students skim to select three interesting editorials. They then set purposes for reading each editorial. The students then establish a rate which is appropriate for the purpose set. Classmates time each other reading to determine the differences in rate.

WORD ATTACK SKILLS

When pupils come to words which they only partially know or do not know at all, they must be able to use word attack skills. Listings of these skills and subskills seem never-ending. For this report we have identified what we feel are five important word attack skills. We recommend that the newspaper be used as a source of words for follow-up activities to reinforce skills taught in other ways and through other materials. This is not to say that the creative teacher cannot use the newspaper to teach word attack skills. In most circumstances, however, it will be used best as a source of expendable materials with words for word attack activities.

Uses Phonics

Utilizes the relationships between letters and the sounds those letters stand for to attack new words.

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Headlines

c. Example: Teacher directed

Given a headline with large print, the children find beginning consonants which they have just learned.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given a feature story the children conduct a search for words that fit a vowel pattern which has just been introduced.

Grades 7-12

a. Not suited: Phonics will not normally be taught at this level except for the handicapped reader. In such cases, reference should be made to information given above

Uses Word Parts

When attacking a partially known or unknown word the pupil uses word parts in pronouncing and obtaining meaning. Four examples of using word parts are included.

Identifies and Interprets Compound Words

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Headlines

c. Example: Teacher directed

Given a headline with large print, the children locate words which they think are compound words and bring them to class for discussion

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given a news article the children find compound words and develop a definition for the words as they are used in this article. They check ideas in small groups.

Grades 7-12

a. Not suited: The study of compound words is generally emphasized in the elementary grades. Handicapped readers in the upper grades might profit from activities with compound words similar to those above.

Uses Word Parts

Uses Syllabication

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Headlines

c. Example: Teacher directed

After a lesson on syllabication, the children find two syllable words and divide them into syllables by cutting them into two parts.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Given an editorial, the children find words which have certain visual clues for syllabication. They divide those words and check with the teacher.

(e.g., "vc/cv" "pic/nic" "win/dow")

Grades 7-12

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given a syllabication generalization and a news article, the students identify several words which fit the generalization and divide them into syllables. They check their work in the dictionary.

(e.g., "/c-le" "tur/tle" "un/cle")

Uses Word Parts

Identifies and Interprets Prefixes and Suffixes

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Headlines

c. Example: Teacher directed

After a lesson in suffixes, the children identify the suffix in the headline and circle the base word. They then check their work with the teacher.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

After a lesson on prefixes, the children identify words which have that prefix, define the word, and check their answer in the dictionary.

Grades 7-12

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given a list of prefixes, the students locate words which have those prefixes and write a substitute word or phrase so as not to change the meaning of the sentence.

WORD ATTACK SKILLS

Uses Word Parts

Identifies and Interprets Contractions

Grades 1-3

a. Partially suited: Some words will have limited meaning for this age child

b. Parts of the newspaper: Headlines

c. Example: Teacher directed

After a lesson on contractions, the children locate contractions in headlines and circle them. The class then discusses.

Grades 4-6

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Teacher directed

Following a contraction lesson, the children locate contractions in an article and define them, using the two parts of the contraction.

Grades 7-12

a. Generally suited

b. Parts of the newspaper: All parts

c. Example: Independent

Given an editorial of interest the students rewrite the editorial. They then share their results, substituting contractions in as many places as possible.

Interprets Abbreviations

Grades 1-3

a. Partially suited: some words and their abbreviations have limited meanings for this age child.

b. Parts of newspaper: All parts

c. Example: Teacher directed

Given a front page of the newspaper, the children locate the abbreviations they understand and circle them (or cut them out to make a poster).

Grades 4-6

a. Generally suited

b. Part of the newspaper: All parts

c. Example: Independent

Given a sports article, the children locate and define abbreviations that they understand. Children compare their products.

Grades 7-12

a. Generally suited

b. Part of the newspaper: All parts

c. Example: Independent

Given a group of classified ads, the students locate abbreviations they think they understand, write the word for the abbreviation, and check their work with a partner.

Interprets Punctuation

Grades 1-3

a. Partially suited: depends upon the experiential backgrounds of the children

b. Part of the newspaper: All parts

c. Example: Teacher directed

Given a meaningful article, the children circle punctuation marks and come to class ready to discuss those that are found.

Grades 4-6

a. Generally suited

b. Part of the newspaper: All parts

c. Example: Teacher directed

Given a sports article, the children identify punctuation marks and determine their meanings. They share their interpretation in a class discussion.

Grades 7-12

a. Generally suited

b. Part of the newspaper: All parts

c. Example: Independent

Given an article, the students locate punctuation marks and rewrite the article using different marks in each instance. They check to see how much meaning has been changed and share with each other.

(e.g., "Instead of a period, use an exclamation mark!")

Uses Context Clues

Grades 1-3

a. Ideally suited

b. Part of the newspaper: Comics

c. Example: Teacher directed

Given a comic strip with one word crossed out, the children read the strip and supply an appropriate word.

Grades 4-6

a. Ideally suited

b. Part of the newspaper: Any part

c. Example: Teacher directed

Given a meaningful article, the children circle words they do not know. They then substitute an appropriate word they do know to help reflect the meaning of the sentence.

Grades 7-12

a. Ideally suited

b. Part of the newspaper: All parts

c. Example: Independent

Given a meaningful article in which every tenth word has been crossed out, the students supply appropriate words for the missing ones. Efforts are shared.